POLICY PROCESS
PADP 4650
Fall 2024
Tuesday & Thursday 9:35-10:50AM
Baldwin Hall 202
Department of Public Administration & Policy, University of Georgia

Instructor: Heewon Lee

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Office hours: Thursday 11-12AM or by appointment (in-person/virtual).

Course description

This course offers an introduction to the roles of diverse actors in the policy making process and the theories of policy processes. In the first part of the course, we will learn about key concepts in policy making and policy process. The latter part of the course will focus on different theories to understand the stages of policy processes, applying these theories to real-world policies. While the core focus is on policymaking in the United States and policy process at federal and state levels, the policy process theories discussed are applicable beyond U.S. policies. By the end of the course, students will have an understanding of the policymaking process and be equipped with theoretical frameworks to analyze policy decisions and changes.

Course objectives

By the end of the course, students will be able to..

1. Understand the policy process in the United States.

2. Perform analysis of identification of public problems, the process of agenda setting, the prospects for policy adoption, and policy implementation.

3. Analyze policy processes using policy process theories.

Course Materials

- Sabatier, P. A., & Weible, C. M. (4th Eds.). (2017). Theories of the policy process. Westview press.
    - Available in UGA's online library. You can get previous editions.
- Birkland, T. A. (2019). An introduction to the policy process: Theories, concepts, and models of public policy making. Routledge.
    - Available in UGA's online library. You can get previous editions.

- Other required readings and articles will be posted on eLC.

Assignments and Final Grade

Attendance	5%
Individual reading memos and participation	20%
Research article discussion lead	20%
Policy process project	
-milestone #1: policy proposal	5%
-milestone #2: process analysis	15%
-milestone #3: presentation	10%
-milestone #4: policy theory application	15%
Final exam	10%
Total:	**100%**

Attendance

Attendance is expected for all class sessions. I allow for two unexcused absences; you simply need to send me an email notifying me that you will not attend, without providing an excuse. Having three or more unexcused absences will result in a proportionate deduction in your grade. Absences due to university-approved reasons will be excused and will not affect your grade.

Weekly memo and participation- Individual assignment

- To prepare for the in-class discussion, you are expected to read the weekly readings and write up to 200 words (minimum of 180 words) of weekly reading memos on eLC. The memos should address key questions from the readings, main findings, your critiques, and one question to be raised during the discussion.
- The memos are due by Monday 11:59 pm, before each module starts.
- I will give a 'complete' if you submit each memo on time and participate in the discussion. However, I will give an 'incomplete' if the memo is unsatisfactory, or if you did not participate in that class.
- You do not have to submit 2 memos out of the 10 assigned memos. First, you do not have to submit a memo for the week you are leading the discussion on Thursday. Second, you may choose one additional week when you do not want to submit a memo.

- If you submit 8 memos, you will receive full credit (20% of final grade), given that the memos demonstrated substantial work and received 'complete' for all of them. However, if you choose to submit an additional memo (9 in total), you will earn bonus points.

Research article discussion – Group assignment

- Students will form groups of 3 or 4 members at the beginning of the semester, and each group will lead a 60-minute class discussion on one of the assigned papers on most Thursdays. The rest of the students in the class will engage in the discussion based on the research article of the week and their memos throughout the semester.
- Groups are required to meet with me at least 2 days before their presentation.
- Remember, you should not read aloud from your slides with a lot of text.

What to include in the presentation:

1) Introduction of the paper: research question, findings, and conclusion (10 minutes).
2) Identify how the case links to course materials for the week: be critical – discuss strengths and weaknesses of the research (10 minutes).
3) Conclude with a meaningful message or approach for the future (5 minutes).
4) Prepare 5 to 7 discussion questions to engage classmates in a fruitful discussion about the topic. Students are required to facilitate the class discussion, getting and answering questions from the floor (30 minutes).

Policy process project – Group assignment

For the policy process project, students are expected to select one policy and analyze its policy process, stakeholders, and implementation. Each group should also apply one of the policy theories to understand the policy. This is a group project, with 3-5 students in each group.

1. **Milestone 1: proposal**

For milestone 1, each group is expected to pick one state-level or federal-level policy that was adopted and implemented between 1980 and 2020. The policy of choice should be already implemented and at an advanced stage of the policy process.

Groups are expected to write up to 400 words describing the policy of choice, based on at least 5 references the reference list does not count toward the word count). Once submitted, I will review and approve your choice of policy.

2. **Milestone 2: process analysis**

For milestone 2, each group is expected to analyze the process from policy formulation to implementation and identify key stakeholders.

This writing assignment should be 5 pages formatted in Times New Roman, 12 pt, double-spaced, 1-inch margins.

<u>What to include in the assignment:</u>

1) Introduce the policy and the public problem or issue that the policy addresses: give background information, and a brief overview of the developments (such as being placed on the agenda, passed, and implemented).

2) Analyze the background of policy adoption, including agenda-setting, and connect it to the key participants.

3) Identify and consider the roles of various organizations and individuals in the policy adoption and implementation process. Specifically, discuss the role of unofficial policy actors.

4) Discuss and evaluate the policy implementation and processes, including successes and limitations.

3. Milestone 3: presentation

For milestone 3, each group is expected to present for 15 minutes based on the milestone 1 and 2 so that the class can learn about different policies from each other.

4. Milestone 4: policy theory application

For milestone 4, each group should pick 1 policy process theory from the 7 theories we learned and apply the theory to analyze the policy of choice. This writing assignment should be 5 pages long, formatted in Times New Roman, 12 pt, double-spaced, with 1-inch margins.

Final exam

The exam will be an open-book, take-home exam with several questions provided as options, from which you can pick one to answer. Students are expected to write an essay-type answer. Each answer should be one page long, Times New Roman, 12 pt, double-spaced, with 1-inch margins.

Final grades

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale.

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99

B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

Course outline and calendar

Week	Topics	Assignments
Week 1 Aug 15	Course introduction	
Week 2 Aug 20 Aug 22	Intro to public policy and policy process	
Week 3 Aug 27 Aug 29	Context of policy making	Reading memo 1
Week 4 Sep 3 Sep 5	Official and unofficial actors in the policy process	Reading memo 2 Sep 6: Milestone #1 due
Week 5 Sep 10 Sep 12	Policy agenda setting	Reading memo 3
Week 6 Sep 17 Sep 19	Multiple streams	Reading memo 4
Week 7 Sep 24 Sep 26	Punctuated Equilibrium Theory	Reading memo 5
Week 8 Oct 1 Oct 3	Policy feedback theory	Reading memo 6
Week 9 Oct 8 Oct 10	Midterm week	Oct 10: Milestone #2 due
Week 10 Oct 15 Oct 17	Collaborative governance	Reading memo 7
Week 11 Oct 22 Oct 24	IAD	Reading memo 8
Week 12 Oct 29 Oct 31	ACF	Reading memo 9
Week 13 Nov 5 Nov 7	Policy adoption and diffusion	Reading memo 10
Week 14 Nov 12 Nov 14	Nov 12: Comparing policy theories Nov 14: Policy project presentation 1 (milestone 3)	Nov 14: Milestone #3 due
Week 15 Nov 19 Nov 21	Nov 19: Policy project presentation 2 (milestone 3) Nov 21: No class meeting: instructor's conference	
Week 16	Nov 26: No class meeting: Milestone 4 due	Nov 26: Milestone #4 due

Nov 26 Nov 28	Nov 28: No class meeting: Thanksgiving Break	
Week 17 Dec 3 Dec 5	Dec 3: course overview (last class) Dec 5: Final exam week – No class meeting	Dec 5: Final exam take home

Detailed Class Schedule and Reading List

Week 1 Course introduction

- Required readings
  - · Syllabus

Week 2 Intro to public policy and policy process
-What is public policy; policy typologies; policy process model

- Required readings
  - · Krutz - Ch. 16 Sections 1-4. https://openstax.org/books/americangovernment-2e/pages/16-introduction
  - · Weible, Christopher. "Theories of policy processes: Ways to think about them and use them." Medium. August 14, 2020. https://medium.com/policy-process-matters/theories-of-policyprocesses-ways-to-think-about-them-and-use-them-9368792ecb50

Week 3 Context of policy making
-Policy system and environment

- Required readings
  - · Birkland chapter 2 (https://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=5793861)
  - · Rigby, E. (2007). Same policy area, different politics: How characteristics of policy tools alter the determinants of early childhood education policy. Policy Studies Journal, 35(4), 653-669.

Week 4 Official and unofficial actors in the policy process
-Unofficial actors: interest group
-Unofficial actors: public opinion

- Required readings
  - · Krutz Ch 10
  - · Krutz Ch 6

- Optional readings
  - · Official actors (familiarize yourself with the institutions from Krutz - Krutz Ch. 9, 11-14)

Week 5 Policy agenda setting and policy formulation
-Agenda setting
-Issue framing
- Required readings
  - · Birkland Chapter 6
    (https://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=5793861)
  - · Pew Research Center - Americans' Top Policy Priority for 2024: Strengthening the Economy
    (https://www.pewresearch.org/politics/2024/02/29/americans-top-policy-priority-for-2024-strengthening-the-economy/)
- Optional readings
  - · Frameworks institute – framing public issues
    (https://www.frameworksinstitute.org/wp-content/uploads/2020/07/FramingPublicIssuesfinal.pdf)

Week 6 Multiple streams
- Required readings
  - · Sabatier and Weible Chapter 1
  - · Henstra, D. (2010). Explaining local policy choices: A multiple streams analysis of municipal emergency management. Canadian Public Administration, 53(2), 241-258.

Week 7 Punctuated Equilibrium Theory
- Required readings
  - · Sabatier and Weible Chapter 2
  - · Frank Baumgartner and Bryan Jones,1991. "Agenda Dynamics and Policy Subsystems", Journal of Politics 53(4):1044-1074.

Week 8 Policy feedback theory
- Required readings
  - · Sabatier and Weible Chapter 3

·   Mettler, S. (2002). Bringing the state back in to civic engagement: Policy feedback effects of the GI Bill for World War II veterans. American Political Science Review, 96(2), 351-365.

Week 9 Midterm

Week 10 Collaborative governance

- Required readings
  - ·   Emerson, Kirk, Tina Nabatchi, and S. Balogh. 2012. "An Integrative Framework for Collaborative Governance." Journal of Public Administration Research and Theory 22 (1): 1–29. doi:10.1093/jopart/mur011.
  - ·   Lee, Heewon, and Yixin Liu. 2024. "All Hands on Deck: The Role of Collaborative Platforms and Lead Organizations in Achieving Environmental Goals." Journal of Public Administration Research and Theory, March, muae006. doi:10.1093/jopart/muae006.

Week 11 IAD

- Required readings
  - ·   Sabatier and Weible Chapter 6
  - ·   Imperial, M. T., & Yandle, T. (2005). Taking institutions seriously: using the IAD framework to analyze fisheries policy. Society and Natural Resources, 18(6), 493-509.
  - ·   Sustainable earth: Nobel laureate, Elinor Ostrom, on how can we manage common-pool resources (https://youtu.be/D1xwV2UDPAg?feature=shared)

Week 12 ACF

- Required readings
  - ·   Sabatier and Weible Chapter 4
  - ·   Weible, C. M., & Sabatier, P. A. (2005). Comparing policy networks: Marine protected areas in California. Policy Studies Journal, 33(2), 181-201.

Week 13 Policy adoption and diffusion

- Required readings
  - ·   Sabatier and Weible Chapter 7

· Shippan, Charles and Craig Volden. 2008. The Mechanisms of Policy Diffusion: Research in Political Science". American Journal of Political Science. 4(4): 840-857

Week 14 Comparing policy theories/ Policy project presentation 1
- Required readings
  · Sabatier and Weible Chapter 8

Week 15 Policy project presentation 2

Week 16
Nov 26: Milestone 3 due

Week 17 Course overview and final prep
Dec 5: Final exam: take home

Course Statements and Policies
Communication with Instructor
When sending an email, you can expect a response within 48 hours. Note that I may not respond on the weekend or holidays.

Use of Technology
Laptops and other electronic devices are welcome in class for note-taking and reviewing class materials. I ask you to silence your mobile devices so that you do not disrupt other students' learning.

Prohibition on Recording Lectures
In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.

- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Syllabus Policy
I reserve the right to update this syllabus as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through email.

Late work
Late work will be only accepted within 24 hours. Anything submitted after this window has expired will not be graded. Once you make a late submission it is your responsibility to inform me.

Engagement and participation
Good engagement begins with good preparation (having read assigned readings, watched assigned videos, completed assigned tasks); however, that is only the beginning. Truly good engagement means you contribute to the classroom activities in a meaningful way. Below is an incomplete list of examples of actions that contribute to truly good class engagement:
- Ask a question or make a comment *that shows you are interested* in what another person has said.
- Ask a question or make a comment *that encourages another person to elaborate* on what they have said.
- Make a comment *that expresses and underscores the link between two people's contributions*.
- Use body language *that shows you are actively listening to and interested in* what people are saying.
- Offer a comment *that summarizes the conversation and suggests new questions* to be explored.
- Make a comment *that demonstrates you found another person's ideas interesting or useful*.
- Ask for a moment of silence to *slow the pace of conversation* to give you, and others, time to think.
- Make a comment *that at least partly paraphrases a point* someone has already made.
- Ask a *cause-and-effect* question or an *if-this-then-that* question. for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to *specifically express appreciation* for the enlightenment you gained from a discussion.
- Serve as a small group leader *who effectively encourages all members to contribute*.

Academic Honesty
Students are required to follow the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of

Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's Academic Honesty Policy. There you can also find more information about what counts as prohibited conduct.

Use of AI for Coursework
At UGA, the default rule for student use of AI on their coursework is that it is not permitted.

Accommodation for disabilities
If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting http://drc.uga.edu.

Preferred Names/Pronouns
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Students with Disabilities
If you have a disability and would like to request specific accommodations, please notify the Office for Disability Services (https://drc.uga.edu) and your instructor as soon as possible. Documentation of a disability and our email exchanges are confidential.

UGA Well-being Resources
UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.
Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.
UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.
- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu

- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

University's Religious Holidays Attendance Policy

Student absences due to religious holidays are addressed by the University's Religious Holidays Attendance Policy.

In accordance with that policy, approval of such absences will be granted only if the instructor receives written notice from the student at least one week in advance of the religious holiday. We will discuss to determine the conditions under which work will be made up when a student misses class or other academic obligations because of a religious holiday.

COVID-19 Protocols

Starting in 2022, UGA began to manage COVID-19 the same way as other infectious diseases. UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- Isolate for 7 days.
- If you have no symptoms and a negative test at the 7-day mark, you can leave isolation.
- Continue to wear a mask around others for 7 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you "…to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19."